

Portland Technology Plan



[Strategic Long Range Technology Plan](#)

Portland Public Schools
1100 Ionia Road
Portland, MI 48875
Ph. 517-647-4161
Fax 517-647-2975
34110

Start Date of Plan:

July 1, 2009

End Data of Plan:

June 30, 2012

Plan Contact Person:

David Palme
Director of Technology
Portland Public Schools
1100 Ionia Road
Portland, MI 48875
dpalme@portlandk12.org
Ph. 517-647-4161
Fax 517-647-2975

Intermediate School District:

Ionia Intermediate School District

Current Technology Plan URL:

http://www.portlandk12.org/Old%20Web/District_Technology/Techplan/2009%20-%202012%20Portland%20Technology%20Plan.htm

Introductory Material

Mission Statement

The use and understanding of technology* is essential to the success of Portland Public Schools' students and staff as citizens of the community, nation, and world. The Board of Education is committed to provide all learners the skills to manage information, integrate technology in learning and work, use technology to enhance creativity and demonstrate personal and social responsibility in the use of technology.

Adopted December 14, 1999

Additionally,

"The purpose of technology at Portland Public Schools is to increase the value of the educational experience."

*Technology is defined as the systematic use of tools to access, process, and create information in the teaching and learning process.

District Profile:

As of count day, Spring 2009, enrollment at Portland Public Schools is 2,047 students. 52.3% of the student body is male and 47.7% is female. 96.2% of the student body is Caucasian with the remaining 3.7% divided between Asians, African-Americans, Filipinos, Hispanics and Native Americans. The district education buildings are listed below. We also have the usual support buildings including administration and transportation/maintenance.

The Portland Public School District is located in the City of Portland. Portland is on I-96, geographically "centered" between the larger cities of Grand Rapids and Lansing – being approximately 30 miles from each. Ionia, the county seat, is 20 miles away. Portland Public Schools is further located in eastern Ionia County.

Due to its advantageous location, Portland Public Schools is experiencing a 6-7% annual growth rate.

Portland Public School District, residing in Ionia County belongs to the Ionia County Intermediate School District. With its current population, Portland Public School is a small-sized (class B) district in the intermediate system. We are able to share services, athletic experience, vocational education, advanced technical education, specialized education, and transportation within the ICISD region.

In September 2002, the voters of the Portland Public School District overwhelmingly passed a \$28 million bond issue. The passage of the bond allowed the district to create needed space in all school buildings, created a district wide WAN and building LANs, increase power, and upgrade outdoor athletic facilities. \$1.5 million of this bond was used to purchase technologies for new construction and technology updates and enhancements for existing spaces. Examples include: computers, printers, telephones, and TVs in instructional spaces and new phone systems, video systems, and data networks District-wide.

We have a Superintendent, a principal for each elementary, a principal in each the middle school and high school. An assistant principal and an athletic director serve both the middle and high school. There is a district technology director and 1/2 time pc technician support all voice, video, and data systems for the District as well as curriculum integration efforts. A high school student assists with the District video and web systems and each building has a designated building technology specialist supporting basic hardware/software and integration/training needs.

Our teaching personnel, in both elementary and secondary, are assigned classroom populations and programs according to contractual ratios. Numerous support personnel assist the teachers in each building.

School Buildings:

Portland High School:

1100 Ionia Road, Portland, MI 48875 (517-647-2981)

Grades: 9 - 12

Teachers: 32

Students: 634

<http://portlandk12.org/portlandhighschool/>

Portland Middle School:

745 Storz Avenue, Portland, MI 48875 (517-647-2985)

Grades: 6 - 8

Teachers: 30

Students: 461

<http://portlandk12.org/portlandmiddleschool/>

Westwood Elementary School:

883 Cross Street, Portland, MI 48875 (517-647-2989)

Grades: 3 - 5

Teachers: 24

Students: 450

<http://portlandk12.org/westwoodelementary/>

Oakwood Elementary School:

500 Oak Street, Portland, MI 48875(517-647-2991)

Grades: Pre-K - 2

Teachers: 26

Students: 558

<http://portlandk12.org/oakwoodelementary/>

Adult/Alternative Education:

745 Storz Avenue, Portland, MI 48875 (517-647-2998)

Grades: N/A

Teachers: 7

Students: 70

http://portlandk12.org/alternative%20education/adult_education.htm

Vision & Goals

Vision:

The Vision of Portland Public Schools, in partnership with the community, is to educate citizens who demonstrate the academic, teamwork and personal management skills needed to function effectively in a global society.

To accomplish this goal, we will:

- Provide learners of all ages access to local and global information through ongoing availability of current technologies.
- Support employee development to ensure technological competency.
- Enhance the current curriculum as well as the teacher's role as lead learner and as facilitator. This will result in learners who are:
 - Self-directed
 - Creative problem solvers
 - Effective in their use of time and resources
 - Understanding of our global interdependence

Adopted December 14, 1999

Guiding Principles:

Key components include:

District Technology Belief Statements: Portland Public Schools believes that access to information resources is essential in preparing students to succeed in a global society. We believe that investment in technology is an important step towards the accessing information, achieving learning outcomes, and providing equity to the students in our district.

We believe that the systematic use of technology can:

- Provide students with an alternative means to access curriculum content.
- Help students work toward the mastery and application of essential concepts, skills and competencies.
- Give students the opportunity to develop word processing skills.
- Expand the capabilities of teachers and students to enhance the learning environment.
- Give students the opportunity to develop computer literacy skills.
- Enable students to learn at their own rate of speed.
- Motivate students to learn.
- Help students develop a positive attitude toward learning.
- Cultivate positive work habits and on task behaviors.
- Develop and emphasize the use of higher-order thinking skills.
- Develop and emphasize the use of problem solving skills.
- Provide state-of-the-art technology experience for students of all ages.
- Help students develop the necessary skills for the 21st century.
- Give the community access to technology.
- Make learning more interactive and transactive through greater student involvement in that learning.
- Individualize and customize learning so curriculum meets the needs of all students regardless of developmental stage and/or cultural background.
- Assist in the retrieval and storage of data for informed curricular decision-making.
- Strengthen support between the school district and the community.
- Effectively enhance communication via diverse mediums (phone, e-mail, streaming media, etc.) with the community at large regarding curriculum reform, assessment issues, and common goals.

Goals:

Based on our vision for technology, supported by guiding principles and our district School Improvement Team, and aligned with our mission statement, Portland Public Schools has determined the following district goals:

- Major goals of the technology plan (current and ongoing):
 - Create an integrated district-wide comprehensive documented curriculum.
 - Improve Student Performance.
 - Improve Information Sharing.
 - Improve Technology Use/Application/Integration.
 - Explore creative funding arrangements in the financing of this plan. Increased emphasis being placed on grants, business/community partnerships, and innovative leasing arrangements.
 - Sharing access to all community library resources, including Portland District Library.

- Exploring innovative resource acquisition arrangements in the staffing of this support plan. Increased emphasis being placed on grant positions, community partnerships, and student cooperative arrangements.
 - Coordination with the City of Portland to ensure adequate planning for inclusion into the City's plans to install buried fiber optic cable.
 - Coordination with the City of Portland to evaluate collaborative efforts in the area of technology sharing including voice, video, and data.
 - Improved access to Portland School District student data including the development of data mining tools to provide for better State and Federal reporting as well as more effective curriculum planning, evaluation, and implementation.
 - Continued infrastructure improvement efforts to allow for maximum use of technology.
- Goals for District Teachers and Students:
 - Improve Information Sharing between Students, Staff, and Community.
 - Improve Technology Skills of Students and Staff.
 - Improve Performance of Students and Staff.
 - Fully integrated curriculum with technology components were appropriate.

These goals are simple and broad, but will be covered to a greater degree throughout this document. Each goal is covered in detail with attainable steps towards successful completion at the end of this planning period.

Portland Public Schools

Raider Technology

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I. Curriculum: Curriculum Integration, Section 4

Portland Public Schools continues to seek innovative ways of aligning the four core curricular areas with the Michigan Department of Education (MDE) model core curriculum standards and benchmarks using the MDE Curriculum Framework Model. Particular attention is focused on using technology to enhance learning for all students in conjunction with the Michigan Curriculum Framework.

This is done in three ways: One, by continuously comparing the Michigan Educational Technology Benchmarks and Standards (METS)*to the scope and sequence of curriculum as it is currently being delivered. This comparison serves as a basis for more consistent integration of technology and its applications into the core curricular areas. Second, staff professional development is crucial to assisting staff through the process of integration and bringing staff technology skills up to a level of comfort and competence. Finally, Portland Public Schools continues to conduct needs assessments in order to ensure an equitable and grade/age appropriate integration of technology into all areas of curriculum.

* The METS is based on the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) Project standards and benchmarks seen as the authority in technology integration in education.

Each goal below is the result of a combination of past, current, and future perceived needs. Each goal is reviewed on an ongoing basis and changes, additions, and modifications are made throughout the course of the three-year technology plan.

GOAL 1: Creation/Modification of Building Level Technology Integration Plan:

- Each building will have an updated plan that details integration efforts and technology use by grade level or department.
 - Strategy: Assess and document current technologies.
 - Strategy: Assess extent of use of technologies.
 - Strategy: Work with grade level teams and/or departments on value of current technology.
 - Strategy: Determine best technology for grade level or subject area based on Building/MDE curricular needs.
 - Strategy: Compare building plan to PPS technology plan.
 - Strategy: Purchase new technologies or upgrade as needed.
 - Strategy: Document.
- Measured by:

- Documentation at each stage of the process.
- Meetings notes and attendance logs.
- Goal Alignment:
 - PPS Technology Plan.
 - Michigan Education Technology Standards (METS).
 - District School Improvement Plan.

GOAL 2: Increased Teacher Technology Literacy:

- Just-in-time collaboration between teachers, staff, and administration.
 - Strategy: On-going training and use of PPS Intra-net\listservs, PPS Email.
 - Strategy: On-going training and use of Building/District shared network drives for common assessments and grade level materials.
 - Strategy: On-going training and use of network class assignment and work collection folders (class assignment folders).
- Use of appropriate technology for curricular need.
 - Strategy: Awareness of and Identification of current District software.
 - Strategy: Identification of new software as needed.
 - Strategy: Training for grade level student software.
 - Strategy: Training for grade level teacher software.
- Increased use of online resources for instruction.
 - Strategy: Technology skills training for teachers in the use of online resources for instruction and curricular enhancement / alignment.
 - Strategy: Awareness of, training, identification of best curricular use of Wikis, Blogs, and other online resources.
 - Strategy: Awareness of, training, identification of best curricular use of District web-based resources (United Streaming, Portland Achievement Gateway, Data Mining tool) and software as a service (SAAS: Accelerated Reader) solutions.

- Measured by:
 - Needs Assessment Surveys.
 - Bi-weekly Technology Building Specialist meetings.
 - Usage statistics.
 - Training notes, attendance logs, District Technology Helps page
- Goal Alignment:
 - PPS Technology Plan.
 - Michigan Education Technology Standards (METS).
 - District School Improvement Plan.

GOAL 3: Ongoing Assessments of Integration Efforts:

- PPS will assess integration efforts and determine effectiveness of plan and modify as needed.
 - Strategy: Staff surveys.
 - Strategy: Bi-Annual Technology Plan review compared to actual efforts.
 - Strategy: Quarterly review of Building Technology Integration Plan compared to actual efforts.
 - Strategy: Bi-weekly Technology Building Specialist meetings.
- Measured by:
 - Survey results.
 - Review notes.
 - Meetings notes and attendance logs.
- Goal Alignment:
 - PPS Technology Plan
 - Michigan Education Technology Standards (METS)
 - District School Improvement Plan

GOAL 4: Adoption of New Technologies to Enhance Instruction:

- PPS will continuously monitor and implement new and existing technologies that are aligned with technology and curricular goals.
 - Strategy: Implement 21st Century Classroom starting with 6th grade.
 - Projection Device: Video Data Projector.
 - Input Device: Wireless Keyboard/mouse, Smartboard, Mimeo, wireless pad.
 - Document Camera.
 - Software.
 - Strategy: Mobile Computer Labs.
 - Strategy: Netbooks to replace stationary computers.
 - Strategy: SIS software including Data Mining.
 - Continued enhancement of ISD-Based Portland Achievement Gateway: grade book, attendance, data mining, discipline, eligibility.
 - Continued evaluation of SIS/SMS systems (Powerschool, IGOR, etc.) for future.
 - Strategy: Document cameras in every classroom.
 - Strategy: Video data projectors in every classroom.
- Measured by:
 - Implementation of Strategy.
 - Raised overall MEAP/MME scores.
- Goal Alignment:
 - MDE Michigan Curricular Framework.
 - Michigan Education Technology Standards (METS).
 - District School Improvement Plan.
 - PPS Board Policy

I. Curriculum: Student Achievement: Section 5

This is a description of how technology will be integrated into curricula and instruction.

Portland Public Schools understand that any technology integration effort not connected to research, training, and support will fail. As noted in the previous sections, all identified technology integration efforts are guided by multiple sources including the MDE Michigan Curriculum Framework, The PPS District implementation of the MDE MCF, PPS School Improvement Efforts, and the METS.

Using these documents as a guide, we have identified the following examples of how technology is integrated into curricula for the purposes of improving student achievement:

Example 1. Student Computers and Printers.

- Students have ready access to computers and printers
 - Each classroom Pre-K - Kindergarten has three classroom computers connected to a classroom printer.
 - Each classroom 1 - 5 has four classroom computers connected to a classroom printer.
 - Each special ed classroom has four classroom computers connected to a classroom printer.
 - Each elementary building one computer lab.
 - Each secondary building has at least four computer labs.

Example 2. Each Student Computer has Access to Grade Level / Subject Area Appropriate Software.

- Students have ready access to curricula appropriate software.
 - Oakwood Elementary (PreK- 2):
 - Millies, Baileys, Sammys, and Trudys.
 - Mighty Math.
 - Reader Rabbit.
 - Investigations.
 - Westwood (3 - 5):
 - Microsoft Office.
 - Accelerated Reader.
 - Timeliner.

- Portland Middle School (6 - 8):
 - Microsoft Office.
 - Career Cruising.
 - Virtual History Museum.
 - Portland Achievement Gateway.
 - Web page creation.
- Portland High School (9 - 12):
 - Microsoft Office.
 - AutoCAD LT
 - Adobe Pagemaker, Creative Suite, and Photoshop.
 - Portland Achievement Gateway.
- All Buildings:
 - Premier Assistive Accessibility Suite.
 - United Streaming.
 - Destiny Library Software.

Example 3. Each Student has Access to Grade Level / Subject Area Appropriate Video.

- Students have ready access to curricula appropriate Video.
 - TV/VCR in every classroom.
 - Check out DVD players in each building.
 - Each building has a video library.

Example 4. Each Student has Access to Grade Level / Subject Area Appropriate Content Via Mapped Network Drives.

- Students have ready access to curricula appropriate software.
 - Each student has a home network drive.
 - Each student has access to class materials via the mapped class network drive.

The following are technologies that we hope to implement during the course of the plan depending on funding and need. A particular timeline, unless noted, has not been created for that reason and/or is ongoing:

Example 5. Each Student will have Access to a Computer.

- PPS is seeking opportunities to implement a one-to-one laptop/netbook program for all students.
 - Secondary first.
 - Primary second.

Example 6. Each Student will have Access to a 21st Century Classroom.

- PPS would like to retrofit each current classroom to include previously identified technology to create a 21st century learning environment.

Example 7. Each Student will have Access to updated Grade Level / Subject Area Appropriate Software.

- Each software title will be reviewed for effectiveness.
 - Software will be updated as needed.
 - Software will be replaced as needed.

Example 8. Each Student will have Access to Class Materials from Home and in Class via the Web.

- Students will have ready access to curricula appropriate class materials via the Internet.
 - Class websites will be developed and teacher training will begin in 2009 - 2010.
 - Content will be added and updated regularly in 2010 - 2011.
 - Students will have access from home via the Portland Achievement Gateway and PPS Website.
 - Classes will allow student access to class content via Moodle or Blackboard in 2009 - 2010.

Example 9. Each Student will have Access to their own Web Page.

- Students will have a vehicle to demonstrate work.
 - Class projects
 - Student portfolios
 - Artwork, written works, etc.

I. Curriculum: Technology Delivery: Section 6

To meet the needs of diverse and differently-abled learners, Portland Public Schools has instituted and will continue to implement various technologies. This section looks specifically at two areas: Internet-based and video-based technologies. Both provide opportunities to meet learner needs in ways that both supplement traditional education methods and provide new ones.

Portland Public Schools believe these technologies are important for the following reasons:

- Accessibility:
 - Resources can be accessed by anyone with a computer and internet access.
 - Video can be uploaded or broadcast and shared at home.
- Increased Collaboration:
 - Between parents, students, staff, and community.
 - Between/among Staff members.
- Increased Learning Opportunities:
 - Anytime/anywhere learning opportunities.
 - Increased access to ISD and REMC resources.
 - Access to areas of instruction/courses unavailable in the district or ISD.

Internet-Based Solutions:

- The Internet.
 - Streaming Video distribution in each classroom.
 - Via United Streaming: Increase student achievement by sending curricular appropriate educational video clips to any classroom.
 - Increase professional development opportunities via professional development online videos.
 - Educational Websites:
 - Various curriculum-specific websites.
 - Web Quests, Online encyclopedias, etc.
 - Online Learning:
 - GenNET Online Courses.
 - Michigan Virtual High School and University.

- District-Based:
 - Portland Public Schools District and Building Websites.
 - Portland Achievement Gateway: Parent and Student Access.
 - Portland Public Schools' Intranet: Staff collaboration and professional development.
 - Portland Public Schools' VPN: Allow Staff access to District from home or abroad via Internet.

Video-Based Solutions:

- Distance Learning:
 - T.W.I.C.E virtual field trips.
 - NASA virtual field trips.
 - Video conferencing station.

I. Curriculum: Parental Communication & Community Relations: Sections 7

Portland Public Schools has a long tradition of cooperation and collaboration with parents and the community to enhance the educational experience of our students. Communication is the key to facilitating an open exchange of Ideas whether through open board meetings, parent and community open houses, the Portland Achievement Gateway, the PPS Web Site, or our Technology Plan.

The Portland Technology Plan is the culmination of varied sources of information, expertise, and collaboration. This plan was posted on a wiki site with open access to students, staff, parents, and the greater Portland community. A link to the plan is also posted on our PPS web page. During the design phase of the document, emails were sent out to staff and parents soliciting input. Meetings were also held with school improvement teams, the Board of Education, the District Technology Committee, parents, and staff.

As noted, the technology plan is not the only method for communicating parents and the community. Below are additional methods that the District is using as well as those we are seeking to add:

Current Efforts

- Weekly Superintendent's Newspaper Article
- Monthly Principals' Newsletters
- District Website:
www.portlandk12.org
- Building Websites
- PHS Student Newspaper (The Current)
- Teacher Newsletters (print and online)
- Teacher Websites
- Email correspondence with parents
- Teacher and Staff Voicemail
- District Technology Committee members include parents and community members
- Building Based Video Bulletin Boards
- Tech Plan Wiki
- Portland Achievement Gateway (Grading and Attendance for Parents and Students)
- Televised Board meetings
- District-based Community TV programming through the Raider Broadcasting Club and W.E.S.T. TV

Future Efforts

- Parent Computer Lab Volunteers
- Open house technology sessions
- Homework Hotlines
- Emailed Progress Reports
- Building Kiosks
- Parent Help Hotline
- Televised sporting events
- Student email
- Parent emergency hotline
- Parent emergency email notification system
- District Student Information System
- Portland PS Building Technology Integration Plans
- Class Web Pages

In addition, Portland Public Schools is working with the City of Portland on two projects:

- Shared Resources. In 2003, the city and schools partnered to install fiber between city and school buildings (fiber was also run by the local parochial school and city library). The first stage of the plan was to simply provide connections to allow greater technology access. The second phase was to share voice mail services and was completed in 2008. The next stages include sharing phone and networking services.
- Bio-fuel. Alternative Ed is in the process of starting a partnership whereby AE students will make bio-fuel for the City.

I. Curriculum: Collaboration: Section 8

Strategies for developing the program with adult literacy providers.

Portland Public Schools is proud to be one of the few remaining education entities in Ionia County to have an Adult Ed program. The AE program at PPS, like all programs has access to the same up to date technology and systems enjoyed throughout the District. As with all programs the Portland Public Schools technology department meets annually with the Adult Ed department and staff to ensure that needs are met and technology continues to be functional and up to date.

II. Professional Development & Supporting Resources: Sections 9 & 10

In crafting a plan for professional development (PD), Portland Public Schools started with the following statements:

- Professional development at Portland Public Schools is intended to align technology and its use with our District's vision and mission because good technology enhances productivity and professional practices.
- PPS teachers, principals, administrators, school library media personnel and support staff are experts in their field and/or subject area.
- For professional development to be effective, it must be:
 - Clear and easy to access
 - Derived from appropriate standards and connected to an acknowledged District deficit.
 - Designed with the particular user in mind because we realize that schedules, needs, and skill levels vary among staff members.

With these statements as a guide, we conduct needs assessments both formal and informal to determine areas for PD. These assessments are ongoing and frequent. The assessments are based on appropriate state and federal technology standards for staff:

- International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for Students, Teachers, and Administrators.
- Michigan Education Technology Standards (METs) for Students.

These assessments are then used to make decisions about importance and priority and timing of PD both in regards to time of the year to achieve best results and longest retention to timing in regards to time of day including before or after school, during the day, etc.

Finally, depending on the type of training needed we choose the method of PD (professional trainer, in-house trainer, video, conference call, etc.). Portland Public Schools uses the follow sources and resources for staff training and support PPS technologies:

- Ionis ISD provides conferences, training sessions, and seminars at the ISD as well as at PPS.
- Kent ISD also provides conferences, training sessions, and seminars at the ISD.

- New Horizons Computer Learning Center. We have a contract which allows a person to get training out of the District and then provide training to other teacher and/or staff in a train the trainer model.
- Conferences, Seminars, Workshops, and Professional Organizations. There are several conferences throughout the year that allow teachers and staff to gain professional development.
- Portland PS Technology Department Tech Helps web page (<http://www.portlandk12.org/TechHelps.html>). This pages includes recipes to resolve issues, information, and FAQs.
- Portland PS Technology Department Email. Throughout the year and as requested, email can be sent out to staff to refresh them on how to use specific technologies.
- Portlandk12.org. Portland Public Schools continues to evaluate and update training and informational pages on its website. Using a district website allows teachers, staff, students, and the community to easily access training information both at school and from home.
- Michigan Teacher Resources Portal. This portal is designed to provide a 'one-stop' portal to assist teachers in locating curriculum-based resources (lesson plans, units, rubrics, assessments, etc.) for classroom use.
- Manufacturer Training Resources. Manuals and online training videos.
- Local College Courses. Many of our staff receive course reimbursements.

In addition we are also looking to implement and test the following methods :

- List serves and email groups. Electronic discussions provide members with a variety of assistance ranging from content area development to technical assistance. We are looking at creating a list of forums providing teachers with an opportunity to gain valuable real world examples of best practices in technology integration. Expected timeline for implementation: Fall/Winter 2009.
- Streaming Video. Video is beginning to make its way into professional development. The technology department is currently working to provide digital training videos on specific skill sets. Expected timeline for implementation: Fall/Winter 2009, ongoing.
- Technology Training Folders. These folders would be distributed to all new staff and made available to anyone who needs extra assistance. These manuals would provide step-step directions on all of the software that we support. Manuals would be updated on a regular basis. Expected timeline for implementation: On-going 2009 – 2011.

- New Staff Orientation Seminars. We recognize the need to prepare new staff for success at Portland Public Schools. The focus of the New Staff Orientation Seminar would be to ensure that incoming staff are ready to use and maintain technology for teaching and learning via a set of training sessions. This training would be designed to provide new staff with specific training necessary to begin the first day of school rather than just an email address, login, and password. It is also the ideal time to introduce key technology staff at each building and to introduce new staff to technology the “Portland way.” Expected timeline for implementation: Fall 2009 – 2010, ongoing.
- Summer Technology Academy. The academy would provide up to 12 hours over two days of in depth training on a wide variety of topics. Presenters and trainers would include teaching and technology staff, as well as secretaries and paraprofessionals according to a train the trainer model. Outside trainers would also be used as needed. Topics for sessions would come directly from the staff at Portland. The goal of the summer technology academy is to provide pertinent training to staff at a point in time when they don’t have the distractions of the normal school year. Expected timeline for implementation: Each Summer 2009 – 2010.

Communicating PD opportunities is important to providing access. Methods for Communicating PD opportunities include staff meetings, email, the PPS web site, and word of mouth.

III. Infrastructure, Hardware, Technical Support, And Software: Infrastructure Needs/Technical Specification, and Design: Section 11

Technology use in Education can be divided into two areas: Business Functions and Education Functions. The need to maintain and upgrade/replace technologies in both areas to increase productivity and efficiency has been established for some time. Additionally, for these systems to meet the needs of both areas, they must be interoperable; they must not only be able to seamlessly work together within their functional area but also between business and education.

From the time before the bond period which brought PPS the majority of technologies we have now to today, we continue to evaluate our needs and inform purchases by conducting frequent business function and grade level/subject area assessments. These assessments take into account the following factors:

- District vision and mission.
- Departmental needs.
- Board policy.
- Related State and Federal mandates.
- Current technology level of function against need.

The results of these assessments give us a good idea for the state of current technology. In some cases the results point to the need for simple upgrades and in others, completely new technologies. In all cases, purchases take into account the following:

- Buy-in by the effected groups. Good assessments allow for purchases that have buy-in.
- Enhancement/Improvement over current system.
- Total Cost of Ownership (TCO). Including interoperability (e.g. SIF compliance) and hidden costs.
- Return on Investment (ROI). Has the technology been installed in a similar district with good results?
- Best Practices. Including Gartner studies.
- Sustainability. Our goal is to stagger the purchase of equipment to lessen the impact of one time costs while limiting the age of computers to 5 years. Our plan is to replace a subset of computers yearly (200 per year) or in groups (teacher, student, administration, etc.).
- Supportability under current system. See below.
- Standardization. One of the major findings to come out of early assessments was the need to standardize on both hardware and software. As of 2000, PPS was supporting multiple computer, server, and network

hardware and operating system and application versions and manufacturers.

The systems below are the result of our process started in 2000. The balance of this document is divided into three sections: current technologies and replacement timeframes, technologies to be acquired based on assessments, and technical support solutions for PPS technologies.

The next section details current technologies with replacement time frames in years (in parentheses).

Current technologies: Voice:	Upgrade Timeline
<p>District Phone system: Acquired 2003:</p> <ul style="list-style-type: none"> • Cisco VOIP Call Manager servers (5 years) • Cisco Unity voice mail and automated assistant server (5 years) • Classroom, office, and conference room phones (10 years) • Wireless voice communication (5 years) • PRI circuit and POTS Lines (N/A) • Emergency Phones (10 years) • District P/A System (15 years) • Classroom listening enhancement systems (15 years) • Microphones (5 years) <p>Acquired 2007:</p> <ul style="list-style-type: none"> • Cell Phones (2 years) • Fax Machines (5 years) <p>District Need: Communication.</p>	<p>Software: 2010 Hardware: 2010</p>

Current technologies: Video: Acquired: 2002	Upgrade Timeline
<p>Portland PS CCTV Network (15 years):</p> <ul style="list-style-type: none"> • Modulators and Demodulators hosting 23 channels <ul style="list-style-type: none"> ◦ 8 Cable company channels ◦ 7 Media source channels ◦ 8 Building origination channels • VCRs and TVs in each classroom (5 years and 10 years) 	<p>Hardware: 2011 – 12</p>

<ul style="list-style-type: none"> • District Broadcast Carts (15 years) • Video Cameras (8 years) • TV Studio (Equipment: 5 years) • District Video Surveillance System (10 years) <p>District Need: Communication, training, information sharing.</p>	
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Current technologies: Data: Acquired: 2002	Upgrade Timeline
<p>Server Hardware and Software:</p> <ul style="list-style-type: none"> • 16 Servers (5 years), 4 Virtual Servers (N/A) • Server Applications: NOS, Web, AV/Spam/Content Filter, Outlook, OWA, Remote Access, backup (Tape and HDD), Altiris, Busstops, PIX, VPN (3 years between upgrades). • Battery Backup (5 years on batteries) <p>District Need: File sharing, application access, printing, Internet filtering, video streaming, and email access.</p>	<p>Software: 2010 – 11 Hardware: 2009 – 12</p>
<p>District Network:</p> <ul style="list-style-type: none"> • 1000 Mb WAN/LAN backbone (Fiber to all buildings) (20 years) • 54 MB Wireless WAN (Between/within buildings/to ISD) (10 years) • 11 MB Wireless Access Points (5 years) • 100 Mb to desktop via CAT6 cable and 100 Mb switches (20 years and 8 years) • Cisco Networking Gear 6500, 4000, 2950 switches. (10 years) • HP Desktop switches (10 years). <p>District Need: Connectivity, Internet access, Interoperability.</p>	<p>Hardware: 2011</p>
<p>Computers, Laptops, Printers, and Software:</p> <ul style="list-style-type: none"> • Network connected teacher computer and printer in every classroom (5 years) • Network and printer connected student computers in every primary and SpED classroom (5 years) • Computer labs with color and b/w laser printers in all buildings (5 years) 	<p>Software: 2010 – 11 Hardware: 2010 – 11</p>

<ul style="list-style-type: none"> • All administrators and secretaries have networked computers and printers on their desktop (5 years) • Building networked copiers in each building (5 years) • OS, Office, Application Software (Student, Teacher, Business, SIS, etc.) (3 years between version updates) <p>District and community: business operations, productivity, curriculum enhancement, collaboration and communication.</p>	
<p>Miscellaneous (5 years):</p> <ul style="list-style-type: none"> • Digital cameras • Video projectors • Microscope cameras • Smart boards • Scanners • PDAs <p>District wide: curriculum enhancement</p>	<p>Software: 2010 – 11 Hardware: Replaced as needed</p>

Using the same criteria to justify upgrading/replacing existing systems, we are seeking to add the following new technologies:

Technologies to be Enhanced\Acquired: Voice / Video	Timeline:
<p>District Phone System:</p> <ul style="list-style-type: none"> • Implement Asterisk (open source) phone/voice mail system • Upgrade P/A system to add call in to classrooms 	<ul style="list-style-type: none"> • Installation Summer: 2010 • Training and assessment to be completed: Fall 2010
<p>TVs/VCRs:</p> <ul style="list-style-type: none"> • Replace VCRs with DVD players • Replace TVs with projectors • Update TV Studio Equipment • Add document cameras to every classroom • Consider Smartboard/Mimeo systems 	<ul style="list-style-type: none"> • Implementation: Ongoing • Training and assessment to be completed: Ongoing

Technologies to be Enhanced\Acquired: Data	Timeline:
<p>Server Hardware and Software:</p> <ul style="list-style-type: none"> • Implement Network Access Control for security • Implement stand alone Student Information System • Replace physical servers with virtual • Implement Intranet • Consider moving email to ASP (Gmail) • Consider moving to hosted web site • Implement web solution to student/staff storage • Implement remote software installation services 	<ul style="list-style-type: none"> • Installation Summers: 2009 – 2011 • Training and assessment to be completed: 2009 – 2011
<p>District Network:</p> <ul style="list-style-type: none"> • Implement wireless access points District-wide • Install fiber to ISD • Install fiber to Bus Garage • Implement Microsoft's Distributed File System 	<ul style="list-style-type: none"> • Implementation: 2009 – 2011 • Training and assessment to be completed: 2010 – 2011
<p>Computers, Laptops, Printers, and Software:</p> <ul style="list-style-type: none"> • Consider increased use of terminal services/centralized computing • Implement one to one laptop/netbook program • Implement mobile computer labs 	<ul style="list-style-type: none"> • Installation Summers: 2010 – 2011 • Training and assessment to be completed: 2010 – 2011
<p>Miscellaneous:</p> <ul style="list-style-type: none"> • Implement classroom response systems • Implement various technologies for 21st century classroom (wireless keyboards. wireless pads, etc.) 	<ul style="list-style-type: none"> • Installation Summers: 2010 – 2011 • Training and assessment to be completed: 2008 – 2010

Technical Support and Resources Supporting Technology:

Currently Portland Public Schools has the following support personnel and resources for staff and administrators:

District Technology Department	<p>Technology Director - The director oversees all technology systems, technology-based professional development, and aligns technology use with Portland Board of Education policy in order to accomplish district goals. The director hosts district technology meetings as needed bi-weekly and is in the buildings weekly to meet with staff. The director is responsible for keeping lines of communication open with staff, students, and community to insure needs are met and goals achieved.</p> <p>Building Technology Specialists – These individuals (at least 1 per building) are responsible for identifying training needs, providing basic hardware and software troubleshooting as they are able, and maintaining their building’s web page. They meet bi-weekly with the technology director to determine support and training needs.</p> <p>Student Support - The district technology department sees value in establishing partnerships with students to provide support for District technology while providing them training and school to work opportunities.</p> <p>Student technicians perform daily maintenance tasks related to maintaining computer systems, telecommunications equipment, A/V systems, overhead projection equipment, etc. They also assist staff with training and support.</p> <p>Support Cadre – The technology department provides training opportunities and conference reimbursements to staff that makes the request and is willing to share knowledge gained. Additionally, the district encourages technology savvy staff to provide support to other staff on an informal basis.</p> <p>District Secretary – Takes support calls and dispatches outside support.</p> <p>Support Materials – The technology department provides “Just in Time” training opportunities and training materials via the District Tech Helps page (http://www.portlandk12.org/TechHelps.html)</p>
Kore-HiComm	Kore-HiComm provides network engineering, new technology implementation, server support as needed (4 hour response time).
Kent ISD	The Kent County Intermediate School District is a source/provider of training and support.

Ionia ISD	The Ionia County Intermediate School District provides training and support services to PPS. ICISD operates and maintains an IBM AS400 which is the database for Portland Public Schools' employee payroll, district accounting, student records, and gradebook/attendance/data mining systems. The Ionia ISD also provides Internet access for the Portland Public School District.
AB Dick of West Michigan	AB Dick maintains our printers and copiers. 98% of printers/faxes and 100% of copiers are under currently under contract with AB Dick.

Portland Public Schools is in the process of reviewing the feasibility and impact of adding some or all of the following technology department support personnel:

Support Area	Position Title	Role and Impact
Curriculum	One (1) full time Education Technology Specialist	<ul style="list-style-type: none"> • Assist teachers in enhancing curriculum • Provide hardware and software training • Basic Network Administration • Assist teachers and staff in designing and administering department and classroom web pages • Administer building technology web page and "Just in time" web training
Technology	One (1) Network Technician	<ul style="list-style-type: none"> • Maintain District and building networks • Installation, configuration, and upgrade of hardware / software
Technology	One (1) Data Services Assistant / Help Desk staff	<ul style="list-style-type: none"> • Assist with District Web page and Newsletter • Trouble-shooting • Just in time training tips, Phone system

		management, etc.
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Finally, the district continually looks to add value in the area of support. To that end we are looking to implement the following programs/projects as feasible:

- Summer Technology Academy
- Community technology support hours
- Database to track support issues, inventory, and inform future purchases

III. Infrastructure, Hardware, Technical Support, And Software: Increase Access: Section 12

Strategies to increase access to technology for all students and all teachers.

Portland Public Schools is committed to increasing access to technology where appropriate within the curriculum and across business functions. PPS believes that technology should not be implemented for technology sake, that more is not always better, and that implementation without a plan for use is unsustainable.

To that end PPS will increase access when all the following questions have been answered in the affirmative:

- Is there a clear cut educational mission support reason for the technology to be added?
- Is there buy-in from staff and administration?
- Will the budget support the initial purchase?
- Is there a support and sustainability plan for the new technology?
- Have lower-cost and/or less-invasive solutions been considered?
- Will the implementation be equitable within the grade level/subject area and across all related students (Special ed, alternative ed, and general ed)?
- Is there a training plan in place for the new technology?
- Will this technology integrate with our current systems?

Additionally, special effort will be undertaken to ensure that special populations and their needs are taken under consideration. PPS has identified two groups in particular:

Special Ed:

- The technology department meets with the Special Education department annually to discuss needs and methods for implementing technology for special needs students.
- The technology department works with Special Education staff to meet needs and provide training.
- Current Efforts Include:
 - Premier Assistive software
 - DVD drives for MME software

Alternative Ed:

- The technology department meets with Alternative Education annually to discuss needs and methods for implementing technology for their students.
- The technology department works with Alternative Education staff to meet needs and provide training.
- Current Efforts Include:
 - Yearbook

IV. Funding and Budget: Budget and Timetable / Coordination of Resources: Sections 13 & 14

Projected Costs

The budgets below are our projected estimates of anticipated fund allocations for technology based on current funding levels, anticipated replacement/refresh needs, and economic indicators. These numbers will change over the course of this plan.

These budgets represents both desired and actual figures. The amount for Hardworking & Networking costs represents a combination of existing numbers plus anticipated costs to upgrade technologies that will reach end-of-life (computers, monitors, networking gear, servers, etc.). The other items are actual budget numbers.

2009 - 2010

	General Fund	Grant Funds	E-Rate/USF Funds
Salaries and Benefits Technical Support Staff	\$196,900.00		
Hardware & Networking Costs	\$100,000.00		
Maintenance & Service Costs	\$106,995.00		\$16,000.00
License Agreements	\$33,000.00		
Software & Curriculum Support	\$23,000.00		
Professional Development	\$14,205.00	\$1300.00	
Technical Support	\$50,000.00		

2010 - 2011			
	General Fund	Grant Funds	E-Rate/USF Funds
Salaries and Benefits Technical Support Staff	\$200,900.00		
Hardware & Networking Costs	\$150,000.00		
Maintenance & Service Costs	\$106,995.00		\$16,000.00
License Agreements	\$33,000.00		
Software & Curriculum Support	\$3,000.00		
Professional Development	\$9,205.00	\$2600.00	
Technical Support	\$50,000.00		

2011 - 2012			
	General Fund	Grant Funds	E-Rate/USF Funds
Salaries and Benefits Technical Support Staff	\$200,900.00		
Hardware & Networking Costs	\$300,000.00		
Maintenance & Service Costs	\$106,995.00		\$16,000.00
License Agreements	\$33,000.00		
Software & Curriculum Support	\$3,000.00		
Professional Development	\$10,205.00	\$1300.00	
Technical Support	\$50,000.00		

Utilization of State / Local Grant Resources for Technology Resources / Other Funding

Providing adequate resources, both in time and money, for a technology plan is always a challenge. General fund revenues, provided predominantly in the form of State Aid, are fixed from year to year with limited movement. Money is budgeted each year based on need and set projects/requirements (Technology purchases, upgrades, maintenance and repair, etc.). While amounts are not always adequate, best efforts are made to meet needs and at the same time find

ways to explore new technologies to meet curricular needs.

The District has been creative in funding technology purchases and staff training via outside sources including programs sponsored by local Universities, businesses or other consortiums. We have solicited the services of our ISD grant-writer to search out private and public grants. Staff are encouraged to and supported when applying for appropriate and relevant grants at the state and federal level as well as from professional organizations such as MACUL. The District is active in taking advantage of the Universal Service Fund (USF/E-RATE) to leverage matching federal funds to support technology. The USF provides 50% matching funds to help cover telecommunication costs (local telephone/cell phone and long distance services, hosted web services, and high speed voice and Internet access services such as PRI, ISDN, Frame Relay, DID circuits, etc.). Community organizations also have raised money for technology purchases.

While funding sources can change, go down, or even disappear, Portland Public Schools has also implemented the following cost saving measures to limit the impact of these fluctuations and maintain gains made in the past as well as those being made over the course of this plan:

- Implement terminal services to extend life of existing computers.
- Purchase off-lease and refurbished hardware with full warranties.
- Implement Linux software (eg. OpenOffice) in place of fee-based software.
- Consider lease options.
- Implement virtual server technology to decrease hardware and extend reliability.
- Share services with other entities (City, Portland-based businesses, Parochial School, City Library, ISD, REMC).
- Centralize printers and printing services.
- Implement green-based technologies (Energy Star, auto shutdown features, LCD panels)

Portland Public Schools is committed to using the sources/services noted above to meet the goals of sustainable technology use, equitable access, and growth for students, teachers, and staff.

IV. Monitoring and Evaluation: Evaluation: Section 15

It may not be possible to obtain direct causal relationships between technology/technology integration efforts and educational achievement in the school setting due to the existence of a multitude of third variables. However, examples of success due to the implementation of technology do exist in both educational research documents and experiential data. For example, while statistics are limited, there is little dispute that the telephone as a parental communication device (increased parental involvement) and the overhead projector (student understanding) have both made significant contributions to education and have advanced student achievement. Similarly, teachers will resist efforts to add to tools to their teaching if they fail to see the efficacy of that tool or don't know how to use it. Therefore, the addition of technologies to their teaching repertoire can be seen as one indicator of successful integration and positive student achievement. Employing similar reasoning, we add these indicators:

- An increase in the number and variety of courses, both in the building and community, that assist learners with 21st century skills.
- Evidence of teacher integration of classroom and building technology on a regular basis for the enhancement of instruction.
- Increased evidence of quality student work produced using technology.
- Documented teacher observations that classroom and building technology enhance the teaching and learning experience.
- The existence of electronic lesson plans and materials.
- The use of technology to help meet documented student achievement building goals.

Portland's primary tool for measuring technology integration will be each building's technology plan. The PPS technology department is in the process of working with staff and administration to craft building technology plans. These plans will set down technology student and teacher literacy and integration goals for each grade level / subject area and will contain the following:

- Types of technology used by grade level / subject area: Hardware and software.
- Proposed methods for use.
- Proposed frequency of use.
- Literacy assessment methods: Test for students / survey for staff.
- Methods of support and professional development: To support integration efforts.

At the same time, we will continue to work with school improvement and instructional teams to ensure that overall District efforts are measured against school improvement and district-level curriculum goals. Additional data sources include:

- MEAP/MME Scores.
- Various Building-wide and common assessments.
- District and building surveys (Technology-based curriculum enhancement product awareness, technology attitudes, etc.).

PPS will use the following formative (Direct observation and Logs) and summative (Mid- and Post-Test Surveys) data methods to assess the indicators of success listed above, including degree of success and/or areas for improvement:

- Informal
 - Building/classroom visits (weekly)
 - Email (daily and as needed)
 - Phone (when needed)
- Formal
 - Staff meetings (yearly or as needed)
 - Building team meetings (yearly or as needed)
 - District technology staff meetings (bi-weekly)
 - Instructional Team meetings (quarterly)
 - District and building surveys (yearly or as needed)

Whenever unmet goals arise, a technology fails to meet goals, or integration efforts have not been as effective as hoped, the PPS technology team will work with the building or group to make modifications that will then be tested and added to the building technology plan.

IV. Monitoring and Evaluation: AUP: Section 16

Acceptable Use Policies are in place for all users of the Portland Public Schools' network. Policies are designed with the premise of protecting personal security and safety, system and data integrity and safeguarding all hardware and software that is used at Portland Schools. In addition, Acceptable Use Policies are developed in compliance with The Child Internet Protection Act (CIPA) and MSBO. Acceptable use policies in conjunction with server software and hardware reinforce Internet safety for our staff, students and community members by restricting the use of outside email, chat rooms and inappropriate material. A firewall client runs on the server protecting the district from outside attacks on our network. Internet filtering software (DansGuardian and SquidGuard) is installed on the Internet server to filter websites by content, and subject matter. DansGuardian and SquidGuard also allow system administrators to block sites by specific URLs. The District also uses a Spam filter (Spam Assassin) to block inappropriate and malicious email. All formal policies relating to technology use in the district are formally approved by the Portland Board of Education.

Acceptable Use Policy: Section 4500: Technology **4500 Technology (Cf. 8940, 2810) 4500**

The Board encourages the application of technology to any District function where efficiency, reliability, or student learning will be improved.

New Programs

New technologies or new applications of technology within the District shall be implemented only after careful and thorough planning on the part of administrative and certified staff. Whenever possible, the administrative and certified staff should establish pilot project(s) and evaluate their effectiveness prior to implementing a new technological program on a school-wide or District-wide level. District support shall be given only to those new technologies that substantively improve efficiency, reliability, or learning beyond current or "traditional" practice.

Whenever the Board or the Director of Technology allocates funds for the purchase of new technological hardware or software, an appropriate portion of the funds allocated should be designated for the training of staff and the development of necessary supplementary materials and documentation.

Upgrades

The Board recognizes the need for ongoing upgrading of technological resources within the District, and should implement a plan and a budgeting process that ensures the regular replacement of aging equipment and software.

The Superintendent shall develop and submit to the Board annually a plan for upgrading the District's technology resources based on a replacement cycle of 5 years or less. The plan should include recommendations for expansion of resources where appropriate, based on the evaluation of pilot programs, and shall include provisions for staff training and curriculum/materials development. The plan shall be considered by the Board as a part of the annual budgeting process.

Data Management

The Superintendent shall provide for the orderly acquisition of data base software, information processing equipment, networks, and support materials to best use computer technology in support of District administrative functions. A student database shall be maintained which contains student administrative and instructional information.

The Superintendent shall establish procedures, which ensure the security, safety, and confidentiality of District or Personally Identifiable Information (PII) data. Access to District or PII data in any form, including use of the database by students, staff, and volunteers, shall be limited in accord with the Board policies on District and student records. District databases shall be implemented in such a way as to facilitate access to subsets or aggregates of the data, which are not confidential.

Education and Instruction

The Superintendent shall ensure that all staff and students are informed and instructed on the ethical uses of data and computer technology.

Approved: LEGAL REF: MCL 15.231 *et seq.*

4500-R Technology 4500-R

New Programs

Pilot technology programs may be generated by students, teachers, administrative staff, Board members, or members of the community at large. Prior to consideration of a pilot project, the person(s) desiring to lead the project must submit to the Director of Technology and the building Principal a detailed project proposal and plan, which must include the following:

- The need for the project, its rationale, and goals.
- A description of the project, including participants and anticipated benefits or outcomes.
- An itemized list of District support required (financial and otherwise), including hardware and software needs, classroom requirements, staffing, parent(s)/ guardian(s) support, in-service and training expenses.
- A list of other Districts, schools, or business that have implemented a similar project successfully and who may be used as a resource.
- A plan for evaluation and monitoring of the project.
- A preliminary plan for expanding the pilot project into a regular District program or offering, including cost estimates.

Upon submission of a pilot proposal, the administrator shall review the proposal and its alignment with District goals and objectives as stated in the "District Technology Plan" and aligned with the curriculum, suggest modifications, and make a recommendation to the Superintendent, who may in turn make a recommendation to the Board.

- A plan for evaluating the program's effectiveness within the first year to a year and a half according to:

- o The goals and objectives of the pilot program stated at its onset
- o The rationale for starting the project
- o The actual versus the estimated costs
- o The benefit to student learning and alignment with the curriculum

In establishing pilot programs, cooperation with outside agencies, especially local universities, is encouraged. Project leaders should consider the cost-effectiveness of using outside consultants for in-service training and support.

When a project is substantially in place and has been demonstrated successful at another school or District, the Superintendent may choose to recommend the implementation of the program without an in-District pilot, provided substantive and complete materials from the other school or District are available along with consultation and support.

Upgrades

District computer equipment should be depreciated over no longer than a 5-year schedule. Each year, the District should replace at least one-fifth of its computer hardware by installing new equipment in critical areas requiring current hardware, and moving older equipment to other applications in the District as appropriate. Additional funds may be allocated to expand computer resources in accord with pilot studies.

District computer software shall be depreciated over no longer than a 3-year schedule. Each year, the District shall order upgrades of software as appropriate and necessary for school operations, and shall allocate funds for the purchase of new software in line with District objectives.

Generally, a third of the funds allocated to technology upgrades and improvement should go to hardware and a third to software; the remainder should be allocated for training and development of curriculum and support materials.

The technology plan for the current year must provide flexibility to deal with rapid changes in the field, and should project District needs for 3-5 years into the future.

Data Management (Cf. 2810, 8940)

The acquisition, upgrade, and necessary support of District data management facilities shall be included in the development of the technology plan. Any new database software or hardware must provide for appropriate security, and must offer a simple mechanism for the export of subsets and summaries of the data in a text format, in accord with Board policies on records.

Where possible, the person(s) setting up a database should offer preset forms for excising

confidential information fields from records during export, to facilitate District responses to requests for records. Student records database(s) maintained by the District shall include record fields that allow for the recording of non-District personnel requesting access to a student's records, in accord with Board policy on student records and Michigan law.

The Director of Technology or his/her designee is the custodian for electronic records. All District database records shall be secured by a multi-level password system or equivalent, which allows the Director of Technology or his/her designee to control who has read-only, read-write, and full control over records and/or features in the database. Persons authorized to access a database shall be informed of proper security procedures with regard to passwords, and shall be required to change their password on a regular basis. Requests by a staff member for access to specific data outside of what is required for that staff member's day-to-day job must be directed to the system administrator. At no time shall a person who is not a regular employee of the District be given a password or otherwise allowed to access any District database directly. Persons who knowingly allow non-employees, including volunteers or students, to use their password for database access may be subject to discipline.

The Director of Technology shall be responsible for making and maintaining back-up copies of the data on an ongoing basis. Data, which is updated frequently, should be backed up at the end of each day, and the daily backups made should be retained for two weeks before being re-used to insure against data corruption, which is not detected immediately. In addition to the daily backups, two full backups should be made on a weekly or biweekly basis, with one backup stored off-site to guard against fire or theft loss. Automatic server-based backup systems are encouraged where practical.

Education and Instruction

All computer orientations shall include instruction on the ethics of computer use as an integral part of the curriculum or orientation. Such instruction shall include explanation and familiarization with the District's policy on computer and network use, and may include a computer code of ethics or other statement of ethical expectations of students. Examples or ethical case studies are highly recommended to help students develop good judgment when confronted by choices during their use of District technology.

Games

Commercial arcade-style games where success is substantially related to physical skill, coordination, and reaction time are not permitted on school computer equipment. Students who as a personal or class programming assignment write an arcade-style game, however, may use school equipment for programming, testing, and debugging at the discretion of the system administrator. Games written by students, or commercial games that are substantially dependent on reasoning skills, problem solving, strategy, critical thinking, or knowledge may be allowed on school equipment as long as their use is not disruptive to the learning environment.

At all times, students and staff who have need of school technology for work related to a class assignment or other curricular project shall have priority over all other users. Staff, and students who are pursuing personal academic research, shall have priority over persons using games.

A Technology Code of Ethics

1. I shall never copy and use software, videos, music, or anyone else's work, which is normally sold for money unless it has justly been paid for. I shall never copy or use anyone else's work (including software, videos, etc.) without his or her permission.
2. I shall never use technology to distort the truth, to lie, or to misrepresent someone else.
3. I shall never use technology intentionally to harm or harass anyone.
4. All of my e-mail, my electronic drawings, photographs, videos and music, and everything I publish on the web will be things to which I am proud to sign my name and show to my parent(s)/guardian(s) and teachers.
5. I shall never use my skills for unjust personal gain, to access the private files of others, or to illegally access or damage any computer system.
6. I shall abide by the rules of those whose systems and equipment I use.
7. When I discover an error, a bug, or a weakness in any system, I will report it to my teacher so that it may be corrected.
8. I shall be patient and helpful toward those who do not understand a technology as well as I do, and I shall never take advantage of their lack of understanding.

9. I shall work diligently to guard the rights and freedoms of all technology users, and shall report and attempt to stop anyone who would use technology unjustly.
10. I shall be mindful of the needs of other users, and refrain from monopolizing equipment, bandwidth, storage space, or any other shared resource.
11. I will not use the system for political lobbying. I may use the system to communicate with my elected representatives.

4500-R Technology Portland Public Schools Programs Request Form

Portland Public Schools Programs Request Form

Name: _____ Phone: _____
Building/Program/Department: _____
Application Date: _____ Proposed Implementation Date: _____
Initial Meeting date with principal or supervisor: _____
Initial Meeting date with Technology Services: _____
Please check one:

☐ New program ☐ Expansion of existing program ☐ Continuation of existing program

Instructional Considerations:

Please work with your principal or supervisor to complete this section.

1. Describe below the proposed technical program or application:
2. Describe the need for the proposed program in instructional or departmental terms (include anticipated outcomes and benefits):
3. List the specific departmental goals to be achieved by this project (i.e. SIP goal, module, standard, benchmark, etc.):
4. Identify the research and agencies supporting this proposal: (i.e. professional journals, conference information, use in "best practice" programs, etc.):
5. List the staff development plan necessary for implementation of this proposal: (Include: participants, details of staff development, and who will do the training. i.e. vendor, contractor, etc.) If no training is needed, please explain.
6. Define the timeline and process for assessment of this program:

Infrastructure Considerations

I have checked with the Technology Director to ensure there is sufficient infrastructure to support this program. ☐ Yes ☐ No

Total Cost of Project:

List below the total costs of this program. Attach additional sheets as necessary to itemize the components of this project. Please work with your supervisor and Technology Services to complete this section:

Funding Sources:

Please list below the funding source(s), which will be used to fund this program.

Signatures:

The following signatures are required before purchase any component of this program:

Applicant date Principal or Supervisor date

Technology Director date Curriculum Director date

4510 Computer Network (Cf. 4520)

The Board authorizes the Superintendent to develop services linking computers within and between buildings in the District, and to provide access to the international computer network (Internet) for students, staff and, if requested, members of the Board of Education. All computer network implementation shall be in line with the Board policy on technology and the District's educational goals.

Use of the computer network(s) as a part of any class or school assignment shall be consistent with the curriculum adopted by the District. The District's general rules for behavior and communications shall apply when using any computer equipment.

Personal Accounts

The Board authorizes the Superintendent to provide personal accounts for students, staff, and, if requested, members of the Board, access to the District computer network and the Internet, including electronic mail (except for students) and file server space for developing and publishing material on the world wide web or other networked computer media. Such access shall be provided in furtherance of the District's educational mission, to enhance student knowledge of and familiarity with technology, and to facilitate communication, innovation, and sharing of resources. To ensure the integrity of the educational process and to guard the reputation of the District, student and staff expression in public electronic media provided by the school may be subject to review, comment, editing, and/or removal by school officials.

Personal accounts and all use of District computer resources are considered a privilege, not a right, and are subject to the District's rules and policies. Electronic communications and stored material may be monitored or read by school officials. Electronic mail in personal accounts may be inspected by school officials without the consent of the sender or a recipient. The Director of Technology is required to investigate complaints that allege a violation of the District's rules and policies and to protect the District's network from spam, viruses, etc. Student electronic mail and electronic storage space, that does not contain material made public by the student, shall be subject to the District's policy and rules on student records.

A fee may be charged by the District to defray the cost of personal accounts.

Privacy

The School District may collect and store Personally Identifiable Information (PII). In the event PII is collected, all information shall be secured in accordance with Board policies 5180 -

Unauthorized Release of Information and 8940 - Student Records.

The public does not have the right to inspect a student's personal record files.

Directory Information

District websites may post student Directory Information. Directory information includes the student's name, weight, height, participation in and eligibility for officially recognized activities and sports; photographs or video taped images of the student for media coverage or District promotional purposes; dates of attendance or grade placement; honors and awards received; major field of study and the most recent educational agency or school attended by the student. Pictures of the student may be used District-affiliated Internet websites.

Public notice of the categories of information designated as directory information must be given on an annual basis. Parent(s)/guardian(s) or eligible students have the right to object to the posting of a student's directory information on District affiliated web pages without their consent. If a parent/guardian or eligible student objects to the release any or all directory information available for release, written notice must be given to the Building Principal or Program Administrator by September 30th of each school year or in the case of new students who enroll throughout the school year, within 10 school days after the receipt of notice of directory information. See Board Policy 8940 –Student Records, pages 8940-R-12 and 8940-R13 for prototype letters of objection.

Requests for Directory Information for Commercial Purposes

Student names and addresses shall not be disclosed to businesses or organizations that plan to use the information for commercial purposes. Exceptions may be made where the purpose has been approved in advance by the Superintendent and where parent(s)/guardian(s) have given, in writing, express permission for this information to be disclosed.

Non-Directory Information

The custodian may disclose student's education records to the following persons without the prior consent of the parents:

- Other school officials, including teachers within the district who have legitimate educational interests;
- Officials of other schools or school systems in which the student intends to enroll upon the condition that the student's parents will be notified of the transfer, receive a copy of the records if desired and have an opportunity for a hearing to challenge the content of the record;
- Authorized persons to whom a student has applied for or from whom a student has received financial aid;
- State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute;
- Organizations conducting studies for educational agencies for the purpose of developing, validating or administering student tests or programs;
- Accrediting organizations; and
- Appropriate persons if knowledge of any information is necessary to protect the health or safety of the student or other persons in an emergency.

Permission for access will be granted to a third party if the student or his/her parents/guardian request it. Any such request must be in writing to the official custodian of the student's record file.

· No personally identifiable information contained in personal school records shall be furnished to any person other than those listed herein and only under the following conditions: when there is written instruction from the student's parents or the eligible student specifying the records, the reasons and the person(s) to whom the release is to be made, with a copy of the records to be released to the student and/or parents if so desired; or when such information is requested in compliance with a judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the student are notified of all such orders or subpoenas in advance of the compliance.

· Nothing contained in this policy shall preclude authorized representatives of the Comptroller General of the United States, the Secretary and an administrative head of an educational agency or state authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of federally supported education programs or the enforcement of the federal legal requirements which relate to such programs, provided that, except as the collection of personally identifiable data is specifically authorized by federal law, the data collection by such official with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected.

· With respect to the above, all persons, agencies or organizations desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student, but only for inspection by the parents/guardian, student or a school official and his/her assistants responsible for record maintenance, indicating specifically the legitimate educational or other interest of each person, agency or organization has in seeking this information. Such forms shall be available to parents and to the school official and his/her assistants responsible for record maintenance as a means of auditing the operation of the system.

· Personal information shall only be transferred to a third party on the condition that such party shall not permit any other party to have access to such information without the written consent of the parents of the student or the student if age 18 or older.

· The board and staff shall protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted or authorized by the board or administration.

· Parents may investigate the contents of their child(ren)'s e-mail files. Parents may request the termination of their child(ren)'s individual account at any time.

System Integrity

The Superintendent shall designate the Director of Technology to implement the District's rules and regulations and to provide computer support for students, staff and Board members. The Superintendent in concert with the Director of Technology shall employ hardware and software security to ensure the integrity of the system and to prevent unauthorized access to District and

school records.

Users will immediately notify the system administrator if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.

Network Use

The Superintendent shall develop rules and procedures for computer and network use, and shall see to it that rules are published annually for students, parent(s)/ guardian(s), staff, and Board members.

The District's computer and network use rules shall be consistent with the following requirements:

- Users may not use District equipment to perform or solicit the performance of any activity that is prohibited by law.
- Users will not use the District system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal activity, threatening the safety of a person, etc.
- Users may not use the system to transmit or publish information that violates or infringes upon the rights of any other person, or information that is abusive, obscene, or sexually offensive.
- Users will not post information that, if acted upon, could cause damage or a danger of disruption.
- Users will not repost a message that was sent to them privately without permission of the person who sent them the message.
- Users will not post private information about another person.
- Users will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
- Users will not agree to meet with someone they have met online without their parent's approval and participation.
- District computer equipment shall not be used for commercial purposes by any user, or for advertisement or solicitation without prior written approval from the Superintendent.
- Users may not use the system for political lobbying. Employees and students may use the system to communicate with their elected representatives.
- Except with prior authorization from the Director of Technology or the owner of the record in question, users may not access or attempt to access the records or files of other users, or of the District, nor delete, alter, or otherwise interfere with the integrity of computer-based information or resources.
- Users may not use the electronic mail facility to send unsolicited, bulk, chain, harassing, anonymous, or other messages which are an annoyance to the recipient or which may cause a degradation of system performance.
- Users will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.
- Users may not use the network facility to access or bring into the school environment material that is inconsistent with the educational goals of the District, including but not limited to material which is defamatory, abusive, obscene, profane, sexually explicit, threatening, racially offensive, illegal, or which aids or advocates illegal activity other than non-violent civil disobedience.

District Web Page(s)

Any and all Web pages representing the District shall be carried and posted only on the District's server and shall be designed and published in accordance with rules promulgated by the Superintendent.

Limiting Access

The District may make use of technology, which attempts to block access by individual users to networked computers, data, or services that provide content, which, in the opinion of the District, is not in keeping with the educational aims of the District pursuant to state statute.

Complaints about content of networked information or access to blocked sites shall be handled in accord with the District's policy and procedures for complaints about library and instructional materials.

Use of Computers in a School District Library

The Board, pursuant to state statute, requires when a school District library offers use of the Internet or a computer, computer program, computer network, or computer system to the public, that access to minors be restricted by the District by utilizing a system or method that is designed to prevent a minor from viewing obscene matter or sexually explicit matter that is harmful to minors. To accomplish this, a library may use passwords and/or filters that restrict Internet access for those less than 18 years of age.

The Superintendent will develop rules concerning library Internet access in compliance with state law.

Approved:

LEGAL REF: MCL 397.606

4510-R Computer Network 4510-R

Planning and funding for computer networking in the District shall be handled in accord with the District's policy and rules on technology as detailed in the District Technology Plan.

Supervised Use

Teachers are encouraged to use the District network in researching material for classes, collaborating with colleagues, developing innovative approaches, or otherwise enhancing their background, skills and teaching. Teachers are encouraged to make use of the District network in their classes when the use of this resource enhances the education of students, is appropriately supervised, and is consistent with District goals and objectives.

When using the Internet for class activities, teachers will select material that is appropriate in light of the age of the students and that is relevant to the course objectives. Whenever practical, teachers will preview the materials and sites they require or recommend students access, to determine the appropriateness of the material contained on or accessed through the site.

Teachers will provide guidelines and lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.

School administrators shall monitor technology use in the curriculum to ensure its effectiveness and develop ideas for further in-service instruction of staff. The building principal or designee will serve as the building-level coordinator for the District system, approve building-level activities, ensure teachers receive proper training in the use of the system and the requirements of this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for interpreting the Acceptable Use procedures at the building level.

School libraries and media centers will provide networked computers for students and staff to use for research purposes. Library/media center staff shall make every attempt to assist users in the operation of the network and to monitor the content of material being accessed. Academic assignments have priority over personal research.

The District Technology Committee shall be composed of a staff representative from each school building and a board member. The Superintendent shall serve on an ex-officio basis.

Any staff member who becomes aware of student network use in violation of the District's acceptable use rules shall refer the incident to the system administrator for action, and may remove the student from the computer.

Personal Accounts

No student, staff, or Board member network account shall be activated until the individual has submitted a District request for network access contract and been notified of the District rules for acceptable use of the network. Upon receipt of the contract, the system administrator will provide account, password, and other log-on information and instruction, including an initial disk space allocation where appropriate. Users may request additional disk space, which may be provided by the system administrator according to availability and priority of the use.

The District Technology Committee shall establish a process for setting-up personal accounts, set quotas for disk usage on the system, and establish a retention schedule.

Violations of Conditions

Due Process

· The District will cooperate fully with local, state, or federal officials in any investigation

concerning to or relating to any illegal activities conducted through the District system.

- In the event there is an allegation that a student has violated the Internet Access policy, the student will be provided with a written notice of the alleged violation and an opportunity to appeal as per the Discipline Code.

- Employee violations of the Internet Access policy will be handled in accord with district policy and master agreements.

Search and Seizure

- System users will have limited privacy in respect to the contents of their personal files on the District system.

- Routine maintenance and monitoring of the system may lead to discovery that the user has or is violating the Internet Access policy, the school's discipline code, or the law. An individual search will be conducted if there is reasonable suspicion that a user has violated the law or the discipline code. The nature of the investigation will be related to the context of the nature of the alleged violation.

- District employees should be aware that their personal files may be discoverable under state public records laws.

The Acceptable Use procedures will govern all use of the District system. Penalties for student misuse of the system will be governed by the Portland Public Schools' Discipline Code.

Upon receiving notification of a violation of District rules or policies, the Director of Technology and/or the building principal may suspend or terminate a staff member or student's personal account. The administration may access all relevant files of the user in attempting to determine the veracity and/or the extent of the violation.

Prior to a suspension or termination, or as soon after as is practicable, the Director of Technology will inform the student or staff member user of the suspected violation and provide an opportunity for explanation. If the alleged violation should involve a member of the Board of Education, the Director of Technology shall relay that information to the Superintendent who shall relay the complaint to the President of the Board, or, in the case of a complaint against the President, to the Vice-President of the Board. A Board member's personal account shall not be terminated unless by a majority vote of the Board. Student or staff users may request a review hearing with the building Principal and/or a different system administrator than the one who imposed the suspension or termination within seven business days of the action, if the user feels the action was unjust.

System Integrity and Security

Computer file servers containing student records, employee records, or other sensitive administrative documents shall be maintained on an independent network separated by an electronic "firewall" from unauthorized access by outside entities, including student users. If dial-in access is permitted to this equipment, that number will not be published.

All users, particularly staff, shall be instructed in password security. Staff passwords should be changed at least once a year. Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person.

No user in a District building should leave a computer that is logged on to the network unattended, and all users should promptly report any suspected breach of security or data integrity to the system administrator.

Note: Generally, the District's arrangements for system integrity and security will be a local matter, dependent on the District network configuration and the Internet service provider used. The above language is provided as a sample of things, which should commonly be considered.

District Web Page(s)

Guidelines for Construction of Portland Public Schools WWW pages:

Purpose: District web pages should promote a positive image of the District and its programs.

Web pages should facilitate and enhance the communication and educational goals of the District in a timely and professional manner.

Responsibility: The Director of Technology is responsible for overseeing the content and design of all District web pages. The building Principals and/or their designees are responsible for developing web pages and content for their buildings and programs. The building Principals and/or their designees are responsible for entering data and uploading web pages. The

Extracurricular Activities Coordinator and/or their designees are responsible for uploading, entering data, and the general upkeep of any athletic team or High School Club's web pages. Guidelines: These guidelines have been developed to ensure consistent quality and appropriate content of Portland Public Schools' web pages.

1. District web pages will be posted only on the District's server providing Internet access to the District as negotiated by the Director of Technology. No "personal" or private web pages representing the District shall be allowed. Any staff member or students violating this rule shall be subject to disciplinary action under the student code of conduct or applicable collective bargaining agreements.

2. Upon approval of the building Principal, students may establish personal Web pages. The District Technology Committee will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented in the student's Web site must be related to the student's educational and career preparation activities. Student Web pages must include the following notice: "This is a student Web page. Opinions expressed on this page shall not be attributed to the Portland Public School District."

3. The home page of each school and/or school program will present a consistent appearance. Contents, menus, background colors, heading styles, fonts, point sizes, buttons, icons, page sizes, and other graphic and design elements, should create unity within the array of the District's building and program pages.

4. Web pages will strive for high standards of professionalism with current and accurate information; correct grammar and spelling; and with no inappropriate reference to race, sex, religion, politics, alcohol, drugs, or firearms.

5. District web pages shall be free of all advertising and/or promotion of causes inappropriate to a public school educational setting.

6. No copyrighted text, graphics, or sound files will be used on District web pages without the express consent of the originator. It must be assumed that everything is copyrighted unless otherwise stated.

7. All updated and new pages must be proofread by someone other than the author/typist prior to uploading. Making sure the information is proofread is the responsibility of the person doing the uploading.

8. All links must be verified by someone other than the author/typist prior to uploading. This verification is the responsibility of the person doing the uploading.

9. Web pages linked from District web pages must have educational or school related value and be free of inappropriate references as stated in 3 and 4 above.

10. Personal student information posted on any District affiliated web page shall be limited to Directory Information and picture as defined in Board Policy 8940 – Student Records and restated on page 4950-2 of this policy. Parental/guardian or eligible student objection to the posting of this type of information on District affiliated web pages will be respected as stated in the relevant policy.

11. District pages that provide links to off-site web sites will include a disclaimer:

"The Portland Schools make every effort to provide a high quality web site with information and links that facilitate the accomplishment of our educational mission. Because of the unpredictable nature of the Internet however, we cannot be responsible for the content of pages not directly linked to this web site."

Limiting Access

School servers may incorporate blocking and filtering software. Additional sites may be blocked by the Director of Technology in response to a complaint by a student, staff member, Board member, or parent(s)/guardian(s) in accord with the District's procedures on controversial material.

E-mail sites, which deposit unsolicited, bulk, chain, or offensive messages on the District server, will be blocked. System administrators may also block e-mail following a complaint from any user. Time permitting; an effort will be made by the system administrator to notify the offending system operator of the violation and the District's desire not to be contacted in the future. The system administrator shall refer repeated violators, along with any case of solicitation for child abuse or other illegal act, to the Superintendent for action in concert with law enforcement authorities.

ACCEPTABLE USE OF COMPUTER NETWORK RESOURCES

Use of the computer network is a privilege, not a right. The fundamental rule for use of District computer network resources is that all use must be consistent with the District's educational goals and behavior expectations. Because electronic communications are so varied and diverse, these rules do not attempt to enumerate all required or proscribed behavior by system users. Users are expected to use common sense and adhere to the norms of behavior in the school community. In particular, users should:

- Be polite and courteous in all communications and language.
- Assist others in the use of the system, and help others who are looking for ideas or information.
- Post and share information, which is interesting and helpful to other users.
- Always use the network as a resource to further their education and that of others.
- Be mindful of network security, and immediately report any bugs, errors, or security problems to the system administrator.

Users may not:

- Use the District equipment for anything contrary to law, or to solicit others to break any law.
- Illegally copy, send, or distribute any copyrighted software, work, or other material.
- Send, publish, download, access, or retrieve any communication or material that may be defamatory, abusive, obscene, profane, sexually explicit, threatening, racially or ethnically offensive, harassing, or illegal, or anything that violates or infringes on the rights of any person.
- Use the network for any commercial purpose or financial gain.
- Use the network for any advertisement or solicitation without approval from the Superintendent.
- Access, attempt to access, modify, or delete any record or file without permission or authorization.
- Make any attempt to harm or destroy the data of any other user or any system on the network, including creating or sending computer viruses, Trojan horses, or similar computer code.
- Use electronic mail to send unsolicited, bulk or chain messages which degrade system performance.
- Use of electronic mail to send harassing, anonymous, or other messages, which are commonly considered an annoyance to recipients or degrade system performance.
- Use vulgarity, obscenity, or swearing in messages or electronic postings, or send e-mail/message "flames" or other attacks.
- Attempt to access material or sites, which are blocked by the District, or attempt to use the network while access privileges are suspended.

Directory Information

District web sites may post student Directory Information. Directory Information includes the student's name, weight, height, participation in and eligibility for officially recognized activities and sports; photographs or video taped images of the student for media coverage or District promotional purposes; dates of attendance or grade placement; honors and awards received; major field of study and the most recent educational agency or school attended by the student. Pictures of the student may be used District-affiliated Internet websites.

Public notice of the categories of information designated as directory information must be given on an annual basis. Parent(s)/guardian(s) or eligible students have the right to object to the posting of the information on District affiliated web pages without their consent. If a parent/guardian or eligible student objects to the release any or all directory information available for release, written notice must be given to the Building Principal or Program Administrator by September 30th of each school year or in the case of new students who enroll throughout the school year, within 10 school days after the receipt of notice of directory information. See Board Policy 8940 –Student Records, pages 8940-R-12 and 8940-R13 for prototype letters of objection.

Copyright and Plagiarism

District policies on copyright will govern the use of material accessed through the District system. Because the extent of copyright protection of certain works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate.

Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

Users will respect the rights of copyright owners. Copyright infringement occurs when an

individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

TERMS AND CONDITIONS OF USE OF COMPUTER NETWORK FOR STAFF AND STUDENTS

The District provides access to our computer network to students and staff to promote and enhance the learning of our students through communication, innovation, and sharing of resources. Access to the network is a privilege, not a right, and the District may restrict, suspend, or terminate any staff or student user's account with or without cause at any time. In requesting an account for access to the network, the user agrees to the following terms and conditions.

Failure to abide by these terms and conditions, or any of the District's rules and regulations for computer network use, may result in the loss of privileges, disciplinary action, and/or legal action.

1. Use of the network must be for the purpose of education and research consistent with the goals of the District.
2. All use of the network must be in accord with the District's rules on acceptable use of network resources, as updated from time to time by the District.
3. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers, including but not limited to the loss of data, delays, non-deliveries, or service interruptions caused by its negligence or the users' errors or omissions.
4. The network provides access to third-party data and information over which the District has no control. Though the District may make efforts to block inappropriate material, users may be exposed to defamatory, inaccurate, or otherwise offensive material. Use of the network or any information obtained via the network is at the user's own risk. The District specifically denies any responsibility for the accuracy or content of information obtained through its services.
5. The user is solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The District is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.
6. The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney's fees, incurred by the District relating to or arising out of any breach of the terms of this request for network access.
7. The user acknowledges that the District's computer network belongs solely to the District and that any files, records, electronic mail, or other communication may be examined, edited, or deleted by the District at any time, in accord with District policy or regulations. In general, electronic mail in personal accounts may be inspected without the consent of the sender or a recipient, to protect the District's Network from spam, viruses, etc.
8. The User acknowledges that the school District may collect and store Personally Identifiable Information (PII).
9. The user is responsible for regular and prompt payment of any fees charged by the District for network use.

All District employees and students will have access to the World Wide Web through the District's computers.

The District will notify the parents about the District network and the policies governing its use. The "Technology Use Agreement" shall be signed by the student and their parent(s)/guardian(s) each time the student progresses from school building to school building i.e. Kindergarten, Third, Sixth and Ninth grades. The completed Technology Use Agreement will be required for student access. Parents may specifically request that their child(ren) not be provided such access by refusing to sign or return an Internet Consent and Waiver form. Students will be granted e-mail access only through a classroom or lab account. Parents may request alternative activities for their child(ren) that does/do not require Internet access. District employees and retirees will be provided with an individual account and will have dial-up access to the system.

PORTLAND PUBLIC SCHOOLS'
TECHNOLOGY USE AGREEMENT

This form must be signed and returned to the school office before any school technology can be used.

In keeping with its educational mission and in order to enhance students' access to educational resources, the Portland Public School District permits its staff and students collaborating on educational endeavors access to technologies including the Internet.

STUDENT

I have read and hereby agree to comply with the Portland Public Schools' *Acceptable Use, Terms and Conditions of Use of Computer Network for Students* and my school's Handbook/Discipline Code. I further understand that any violation of these policies is unethical and may constitute a criminal offense. Should I commit any violation of the policy, my access privileges may be revoked, and school disciplinary action and/or appropriate legal action may be taken.

FULL NAME:

FIRST _____ MIDDLE IN. _____ LAST _____

BUILDING* _____ GRADE _____ TODAY'S DATE _____

STUDENT SIGNATURE _____

PARENT(S)/GUARDIAN(S)

As parent(s)/guardian(s) of the student signing above, I have read and agree to the conditions set forth in the Portland Public Schools' *Acceptable Use, Terms and Conditions of Use of Computer Network for Students* and my student's school's Handbook/Discipline Code. I understand that this access is designed for educational purposes. I also recognize it is impossible for the Portland Public Schools to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for supervision if my child's use is not in a school setting. I hereby give permission for my child to access school technology and certify that the information contained on this form is correct.

PARENT(S)/GUARDIAN(S) NAME (Please Print) _____

SIGNATURE _____ DATE _____

(Must be signed if student is under 18 years of age)

DISTRICT AUTHORIZATION

Account Name: _____ Password: _____

*This form must be completed at least once during the student's attendance in each District school building (i.e. Oakwood, Westwood, Middle, and High School) to gain access. We must receive a separate form for each student. Internet access shall not be granted without a signed form.

4510-R Computer Network Portland Public Schools' Technology Use Agreement - Staff

PORTLAND PUBLIC SCHOOLS'
TECHNOLOGY USE AGREEMENT

This form must be signed and returned to the school office before any school technology can be used.

In keeping with its educational mission and in order to enhance students' access to educational resources, the Portland Public School District permits its staff and students collaborating on educational endeavors access to technologies including the Internet.

STAFF

I have read and hereby agree to comply with the Portland Public Schools' *Acceptable Use, Terms and Conditions of Use of Computer Network for Staff*. I further understand that any violation of these policies is unethical and may constitute a criminal offense. Should I commit any violation of the policy, my access privileges may be revoked and disciplinary action and/or appropriate legal action may be taken.

FULL NAME:

FIRST _____ MIDDLE IN. _____ LAST _____

BUILDING/DEPARTMENT _____ TODAY'S DATE _____

STAFF SIGNATURE _____

4510-R Computer Network

Terms and Conditions for Board Member Use of Computer Network

The District provides access to our computer network to members of the Board of Education to promote and enhance the work of the Board as a public body through communication, innovation, and sharing of resources. Access to the network is a privilege, not a right, and the Board, by majority vote, may restrict, suspend, or terminate any Board member user's account for proven violations of Board policy or these rules. In requesting an account for access to the network, the Board member agrees to the following terms and conditions.

1. Use of the network must be for the purpose of legitimate Board business consistent with the goals of the District and the laws of the State of Michigan.
2. All use of the network must be in accord with the District's rules on acceptable use of network resources, as updated from time to time by the District.
3. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers, including but not limited to the loss of data, delays, non-deliveries, or service interruptions caused by its negligence or the users' errors or omissions.
4. The network provides access to third-party data and information over which the District has no control. Though the District may make efforts to block inappropriate material, users may be exposed to defamatory, inaccurate, or otherwise offensive material. Use of the network or any information obtained via the network is at the user's own risk. The District specifically denies any responsibility for the accuracy or content of information obtained through its services.
5. The user is solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The District is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.
6. The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney's fees, incurred by the District relating to or arising out of any breach of the terms of this request for network access.
7. The user acknowledges that the District's computer network belongs solely to the District and that any files, records, electronic mail, or other communication may be examined, edited, or deleted by the District at any time, in accord with District policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint.
8. The User acknowledges that the school District may collect and store Personally Identifiable Information (PII).
9. The user acknowledges and understands that correspondence sent or received over the District's network may be subject to retrieval under the State of Michigan Freedom of Information Act, MCL 15.231 - 246.

4520 Filtering Software (Cf. 4510) 4520

The Superintendent shall be responsible for directing appropriate District technology staff, or technology consultant staff, to bring all computers used by students into full compliance with all federal requirements regarding Internet filtering software to assure that District discounts under the federal e-rate program are not jeopardized.

Student Internet activities will be monitored by the District to ensure that students are not

accessing inappropriate sites. No student shall be allowed unsupervised access to the District's Network. Each District computer with Internet access shall have a filtering device or software program that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors.

Approved:

LEGAL REF: H.R. 4577, December 2000 Omnibus Spending Bill; 47 U.S.C. Section 254(h)

4520-R Filtering Software 4520-R

Any District computer used by students shall have Internet filtering software in place either on the computer itself, or on the server through which the computer accesses the Internet.

District staff shall not allow students to use any computer in the District with Internet capability that does not have Internet filtering software. This includes any computer, laptop, or desktop, in the District's Libraries or media centers, classrooms, laboratories, or offices where students are, for any reason, allowed to use a computer, or any other such device, with Internet access. Staff members violating these rules are subject to disciplinary action up to and including discharge.